|  |
| --- |
| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How we organise ourselves   1. **Central Idea**   **People in a community organise themselves by assuming different roles, setting up places, and allocating resources to generate well-being to all its members.**  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy:** Performance assessment  **Tool:** Rubric  **Prompt:** Working in a small group, think of a problem in which they could become involved in the community, and whom this would adversely affect. Making use of many of the people and places of the community, find a solution to the problem.  The children present the problem and solution in the way of their choice e.g. role play, model, drawings, writing.  Examples of problems: noise pollution, neighbours’ dogs defecating in public areas, littering, letting dog off the leash, annoying children, dirty swimming pool, misuse of swimming pool, etc.  **Evidence:**  Who is affected  What I can do  Who can help me   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A | B | C | D | | Identify appropriate community helpers and their roles | Identifies first and second option of community helpers justifying their choices. | Identifies appropriate community helper justifying their choice. | Identifies appropriate community helper taking into account their role. | Does not identify appropriate community helper. | | Identify appropriate places and / or resources and their uses | Identifies first and second option of place and / or resource justifying their choices. | Identifies appropriate place and / or resource justifying their choice. | Identifies appropriate place and / or resource taking into account its uses. | Does not identify appropriate place and / or resource. | | Provide coherent solution to problem | Provides original and coherent solution to problem. | Provides coherent solution to problem. | Provides clear solution to problem. | Provides incoherent or no solution to problem. | |

|  |  |
| --- | --- |
| **Class/Grade:** First | PYP Planner |
| **Age Group:** 6-7 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2011-2012 | |
| **Teachers:** Chachi Cabal, Elaine Escobar, Ma Victoria Libreros, Margarita Mendoza, Ángela Osorio, Ben Pattenden, Maritza Pérez, María Fernanda Romero, María Helena Valencia, Miguel Vargas | |
| **Proposed Duration:**  10th January to 10thFebruary 2012 ( 5 weeks) | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * RESPONSIBILITY, CONNECTION (Role) * RESPONSIBILITY, CAUSATION (Resource) * CONNECTION, CAUSATION (Location) * CONNECTION (Community) | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other. * An inquiry into how the appropriate use of places and resources within a community helps to keep them available to all its members. * An inquiry into how neighbourhoods can have different resources and members depending on their location. | |
| What teacher questions/provocations will drive these inquiries?  **Teacher Questions**   * What different places do we use in our communities? * What are appropriate ways to behave in a community? * Who helps in our communities? How can we be of assistance to them?   **Provocations**   * Children watch a video of various community situations involving different people and places. The teachers prepare the video. The situations are: Parking responsibly (Maritza), appropriate use of swimming pool (Nena), dogs defecating (Vicky), noise pollution (Elaine), rubbish disposal (Ana Lucía), inappropriate use of river (Angela). Discuss the content of the videos, what problems and solutions are presented. | |

|  |  |
| --- | --- |
| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  **Knowledge: People’s role and their effect on their neighborhood, The appropriate use of places and resources shared by the community, The physical characteristics of a neighborhood.**  ¿Cómo es tu vecindario? ¿Quiénes ayudan en tu vecindario? ¿Tú cómo ayudas en tu vecindario?  Los niños dan su respuesta por escrito.  **Strategy:** Open-ended task  **Tool:** Anecdotal record  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other.**  The children choose a community member to play in a role play. They dress up as their chosen member and engage in ‘free play’ with the other children according to the roles that they are playing.  **Strategy:** Open-ended task  **Tool:** Anecdotal record  **Evidence:** Children act appropriately according to the role that they are playing, and interact respectfully with the other community members.  **An inquiry into how the appropriate use of places and resources within a community helps to keep them available to all its members.**  Presented with a number of different community places and resources, the children write at least one way they can use each one appropriately.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children suggest appropriate ways to use the different resources and places.  **An inquiry into how neighbourhoods can have different physical characteristics depending on their location.**  The children view a video about the characteristics of a semi-rural neighbourhood (Chorro de Plata). They then complete a T-chart comparing their own neighbourhood with Chorro de Plata (similarities and differences).  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children identify a number of similarities and differences between the two neighbourhoods. | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Media: Printed, audiovisual, internet**   * The children together read the book ‘Franklin… ‘ and use this as a stimulus to create a commitment of a way in which they can contribute to their community. * The children explore a range of books on different places / resources in neighbourhoods, and on the members of a community, in the library. * The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart.   **Interviews: Expert**   * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a security guard, a cleaner, a …. To ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately.   **Surveys: Regular people**   * The children ask people they find around school to name a resource which exists in their community, and how it can be used appropriately. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.   **Observation / Experience: Active, hands-on**   * The children explore the school looking out for different people who are working there i.e. community helpers, and observing what they are doing. * The children observe their own neighbourhood in order to draw and describe it. * The children explore the school looking for different resources shared by the community. * The children explore the different places and resources to be found in a specific community (the Air Force Base) as well as observing other neighbourhoods’ features from the bus. * The children select a costume for a certain member of a community according to that member’s role and duties.   **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  Social: Accepting responsibility  Communication:Viewing  Self-management:Codes of behaviour  Research:Formulating questions  **Learner Profile**  Principled:  Caring:  **Attitudes**  Tolerance:  Empathy:  Cooperation: |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **People:** Armando Medina (police officer), Juan Molinari (baker), Margy Gómez (dentist), Juan Carlos Aguilera (security guard), Melba Güe (cleaner), Luís Fernando Palacios (veterinario), people who work in children’s homes (e.g. maid, gardener, driver), people who work in children’s neighbourhoods (e.g. doorman, cleaner), children’s neighbours.  **Places:** Base Aérea Marco Fidel Suárez: Air Force base which is amicrocosm of all of the places of a neighbourhood (shop, bakery, bank, recreative area, security etc).  **Audio-visual materials:** Video of teachers performing for provocation, Powerpoint presentations used by experts.  **Bibliography:** see annex  **Computer software:** Powerpoint presentation which contains information on different neighbourhood helpers’ roles |

|  |
| --- |
| **6. To what extent did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  During the summative assessment most of the children were able to think of problems in the community and identify what resources and people were necessary to solve them. Children showed enthusiasm when performing a community helper by bringing props and posters about their duties and responsibilities.  Children were able to identify an organization inside a Battalion and how this benefits to that community.  Based on the experts´ visit children were able to report how each of them contribute to the well-being of the community. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  -Model, during the unit development, the different ways they are going to be performing their summative, in order to have a better application and further impact in the community.  -Have more support from the Drama teacher, (supporting the inquiry) for them to have all the performing skills they might need if they chose role-playing. |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Children understood some characteristics about how human beings organize themselves in a community by assuming different roles and offering different abilities, they showed this when they represented different members in a community mentioning what they could offer to the organization.  -The students in Red First started building and roleplaying during playing time in the mornings, pretending a neighbourhood with their Legos. They played different roles and showed understanding of the community organization. Juan José Martinez led this activity. |

|  |
| --- |
| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**  *Develop an understanding of the concepts identified in “What do we want to learn?”*  FUNCTION (Role): The children inquire into the roles of different community members by listening and asking questions to Armando Medina (police officer), Juan Molinari (baker), Margy& Carlos Sánchez (dentists) and Juan Carlos (security guard).  The children inquire into community members and their roles by interviewing a member of their own community.  RESPONSIBILITY (Resource): The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichincha (army camp).  The children inquire into resources shared by the community and appropriate use of these by discussing positive and negative ways in which these resources may be used.  CONNECTION (Location): The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichincha (army camp).  The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.  CONNECTION (Community): The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichinche (army camp).  The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.  The children inquire into how respect is shown to community members by sharing and discussing how they treat members of their own communities.  The children inquire into the places, resources and members of a neighbourhood community by creating a ‘map’ of a community incorporating different places and members.  *Demonstrate the learning and application of particular transdisciplinary skills?*  ***Social*:**  Cooperating: when they planned their summative assessment.  ***Communication*:**  Viewing:when they observed and shared posters related to the organization in a community, also they interpreted and analyzed community maps.  ***Self-management*:**  Codes of behaviour: following the rules and agreements to apply during the field trips.  ***Research*:**  Observing:The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.  *Develop particular attributes of the learner profile and/or attitudes?*  ***Profile***  **Principled:** Children assumed the responsibility when performing a community helper in order to solve a chosen problem.  **Caring:** they showed compassion and respect towards the needs and feelings of the community helpers.  ***Attitudes***  **Tolerance and Empathy:** When planning the performance assessment children imagined themselves in the role of the community helper involved in the situation they planned in order to understand their reasoning, they were responsive about the needs in a community.  **Cooperation:** |

|  |
| --- |
| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  The children were interested to know about the different roles different community members have – we inquired into this.  **Effective teacher questions/provocations:**  The provocation activity was highly engaging for the children and served as a point of reference throughout the unit.  **What student–initiated actions arose from the learning?**  -The students in Red First started building and roleplaying during playing time in the mornings, pretending a neighbourhood with their Legos. They played different roles and showed understanding of the community organization. Juan José Martinez led this activity. |

|  |
| --- |
| **9. Teacher notes** |
| * The third line of inquiry is rather poorly written – the children are not capable of actually answering what this line implies. |